

## THE EFFECTIVENESS ANALYSIS OF TEACHER'S MANAGING CLASS CAPABILITY ON STUDENTS LEARNING ACHIEVEMENT

\*<sup>1</sup>Slamet Riyadi, <sup>2</sup>Novi Novaria,

<sup>3</sup>Imam Prawiranegara Gani, <sup>4</sup>Rinovian Rais, <sup>5</sup>Wyeldan Bisri Habibi

<sup>1</sup>Universitas Muhammadiyah Tapanuli Selatan, <sup>2</sup>STIA Sandikta Bekasi,

<sup>3</sup>Universitas Negeri Gorontalo, <sup>4</sup>Unindra PGRI Jakarta, <sup>5</sup>UIN Maulana Malik Ibrahim Malang

Email: \*<sup>1</sup>slamet.riyadi@um-tapsel.ac.id

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan guru dalam mengontrol kelas mempengaruhi efisiensi pendidikan siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik deskriptif. Metode yang digunakan adalah probability sampling, dengan sampel penelitian sebanyak 70 siswa. Teknik pengumpulan data primer yang digunakan adalah survei, yang disebarkan kepada siswa. Untuk mendukung temuan data kuesioner, dilakukan metode wawancara dan studi dokumen. Penelitian ini menggunakan analisis deskriptif dan uji asumsi klasik sebagai teknik analisis data. Temuan penelitian mengungkapkan bahwa kemampuan guru dalam mengelola kelas memiliki dampak yang nyata terhadap keefektifan belajar siswa. Hal ini terlihat dari pengolahan data yang dihitung dengan SPSS melalui pengujian statistik t-test. Nilai t hitung lebih besar dari t tabel, dengan signifikansi 0,000. Berdasarkan kriteria uji t hitung > ttabel dan jika signifikansinya <  $\alpha$  (0,05), maka  $H_0$  ditolak. Perhitungan koefisien determinasi menunjukkan bahwa kemampuan guru mengelola kelas berpengaruh positif dan signifikan terhadap keefektifan belajar siswa.

Kata kunci: guru, mengelola kelas, siswa, efektivitas belajar siswa

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**Abstract:** The objective of this study is to ascertain how the teacher's capacity to control the class affects the efficiency of student education. The research employs a quantitative approach employing descriptive techniques. It employs probability sampling, with a research sample of 70 students. The primary data collection technique employed is a survey, which is dispersed among students. To support the findings of the questionnaire data, interview methods and document studies were conducted. This research employs descriptive analysis and the classical assumption test as data analysis techniques. The findings of the study reveal that the teacher's ability to manage the class has a notable impact on the effectiveness of student learning. This is evident from the processing of data computed by SPSS via t-test statistical testing. The t-count value is greater than t-table, with a significance of 0.000. According to the test criteria t-count > t-table and if the significance is <  $\alpha$  (0.05),  $H_0$  is rejected. The calculation of the coefficient of determination reveals that the teacher's capacity to manage the class has a positive and significant effect on the effectiveness of student learning.

Keywords: teacher, manage the class, student, learning effectiveness

### Introduction

Learning can be seen as a process with constructive goals that eventually results in the development of new abilities, skills, and information gained via accumulated experience and learning. Achievement and learning outcomes serve as indicators of the learning process' consequences. The process of learning involves the generation or modification of behavior through repetition or experience. In this sense, learning is an ongoing process of activity that involves cognitive, emotional, and psychomotor components and aims to

change behavior in a positive way (Mursalin et al., 2017). At the elementary, junior high, high school, and postsecondary levels of education, learning is possible. The learning process, especially in formal schools in Indonesia, is more concerned with cognitive aspects and a few other aspects. The cognitive aspect itself includes knowledge, understanding, application, analysis, synthesis, and evaluation. However, in practice, the application of cognitive aspects in formal schools is limited to memorizing the given subject matter. This condition reflects poor learning (Juliansyah, 2011).

Good learning is done with learning methods, professional teachers, and supportive learning media so as to increase the effectiveness of student learning. This is in line with Slameto's opinion, which states that good learning can be done by paying attention to several aspects as follows: (1) guidance from the teacher; (2) attention to internal and external conditions; and (3) preparation of strategies and learning methods that are good. In addition to the above aspects, teachers also need various competencies. Regarding teacher competence, it is stated in Law Number 14 of 2005 concerning teachers and lecturers that "teacher competence as referred to in article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education" in article 10 paragraph (1). The law emphasizes that a teacher must be able to plan an effective learning process in order for their job to be in line with society's expectations. But the reality that occurs in the field is that the teacher has not been able to carry out his role properly as expected; for example, the teacher only focuses on transferring knowledge (subject matter) without paying attention to the level of students' actual absorption of the material provided (Slameto, 2010).

Based on the observations made, there are still many students who pay less attention to the subject matter and are playing around when the lesson starts, so it is difficult for the teacher to start learning. Thus, the teacher is required to be able to work according to his role so that the student learning process can run optimally because a good learning process will support the effectiveness of student learning. Effectiveness, in general, shows how far a predetermined goal has been achieved (Ichsan et al., 2023). The word effectiveness refers more to the output or achievement that has been targeted. Hence, the effectiveness of students' learning can be defined as their success in achieving specific objectives that lead to the attainment of maximum learning outcomes. This clarification highlights the significance of learning effectiveness in educational institutions since it determines the success level of the learning approach employed. If students' learning outcomes improve, the teacher's methodology can be deemed effective (Gani et al., 2023). Conversely, if the learning outcomes decline or remain stagnant, the approach is deemed ineffective. The enhancement of learning effectiveness is expected to upgrade the quality of the learning process in schools. Ideally, a teacher's proficiency and students' favourable learning outcomes reflect good learning effectiveness. Thus, student evaluations serve as an accurate measure of learning effectiveness (Nugroho et al., 2023).

The practice of implementing effective learning has not met expectations. Many cases were found where learning conditions were not conducive because the teacher gave the same treatment to each student, when in fact students have diverse abilities, which should be of concern to the teacher to give different treatment. Another factor that interferes with learning is a lack of student discipline during learning activities, which causes certain students to fall behind and comprehend some of the same material differently than their friends (Tannady & Budi, 2023). The teacher must control whether pupils work alone, in pairs, or in groups for this reason. such as the traditional. The learning tactics employed by the teacher have a significant impact on how well children learn. It is necessary for teachers to comprehend the fundamental elements of conducting educational activities in the classroom. As a result, it is necessary for teachers to comprehend the philosophy of learning and teaching. Teaching involves not just transferring knowledge but also a number of behaviours that will become the property of students (Rakib & Prawiranegara, 2015).

Teachers must understand several factors that can affect children's learning so that a good learning process is created. Factors to consider include physical condition, socio-emotional condition, and organizational condition. All of these factors must be understood by the teacher so that the goals of the KBM can be achieved as well as possible, or that each teaching and learning activity, both instructional and accompaniment in nature, can be achieved optimally (Rohmalina, 2016). The physical environment that meets the requirements supports the increasing intensity of the student learning process. Besides that, it also has an influence on the achievement of teaching objectives. If the instructor can regulate the classroom environment, manage the pupils, and maintain the facilities, then the learning environment will be at its best. Another prerequisite for effective classroom management is positive interpersonal interactions between students and teachers as well as between students. Effective teaching and learning require excellent classroom management, which is a necessary but not sufficient condition (Reynaldo et al., 2022).

The organization of a classroom with regards to its amenities such as chairs, shelves, and educational resources is commonly perceived as classroom management. Nonetheless, the physical arrangement of

learning and teaching facilities is merely a minor aspect. What essentially constitutes classroom management is the way in which the teacher strategizes, structures, and executes diverse activities in the classroom to ensure a seamless and effective teaching and learning experience. According to the author, classroom management is an effort made by the teacher to condition the class by maximizing various sources (the teacher's potential, the learning facilities, and the environment in the class). This is done in order to ensure that the teaching and learning process proceeds as planned and that the intended goals are met. According to the author's observations, even if the Ministry of National Education (MONE) has offered and popularized classroom management that should be practiced, there are very few schools in Indonesia that do so effectively. The results of the classroom management training that the Ministry of National Education provided for teachers and principals have not yet been observed in actual classroom settings. Teachers and students both have a part to play in class management. The role of the teacher is more dominating than that of the pupils as a manager and a leader. The degree to which the teacher is successful in controlling the class will also depend on the teacher's job motivation and leadership style (Yulianti, 2020).

However, even though classroom management has an important role in supporting effective teaching and learning activities, many teachers have not implemented aspects of classroom management and often ignore these aspects. So that it has a negative effect on the teaching and learning process, for example, decreasing student motivation, decreasing the level of student discipline in the class, and other unexpected things that can cause a decrease in student learning outcomes. The effectiveness of pupils in reaching a learning objective is influenced by a number of auxiliary factors. Among the many components that support student success in learning activities, one of them is learning effectiveness. Therefore, effectiveness in learning must always be improved (Juliansyah, 2011). It is crucial to affect how effectively students learn given that the teacher engages in classroom management activities. The implementation of the teaching and learning process in schools can be facilitated and accelerated by using this class management activity. Every learning process is made more exciting and attractive when the teacher is able to effectively manage the class (Ichsan et al., 2023). Thus, it can be said that the teacher has been able to focus students' attention on the learning process that will be carried out. The learning process requires the teacher's capacity to control the class; this can be seen by the willingness and desire of students to accept the learning given by the teacher (Gani et al., 2023). Effectiveness occurs because students do not feel bored with the learning atmosphere created by the teacher when learning takes place, and student learning effectiveness will increase if the learning process is supported by an interesting and fun class atmosphere.

## Method

All students made up the study's target population. A total of 70 pupils from class IX made up the study's manageable sample. The sample for this study was chosen using the probability sampling approach, and the population was given equal chances in a simple random sampling (random sampling). It is clear from this data that class IX students make up the affordable population. A quantitative strategy using descriptive approaches was adopted in this study. The use of a quantitative approach is justified by the fact that this study aims to measure two distinct variables. As a result, a quantitative approach is the most suitable method to assess the degree of association between the variables. With this method, it is believed that the meaning of reality and pertinent information can be fully understood and interpreted. Although the approach utilized in this research is descriptive, as the descriptive method aims to precisely describe a fact and an object or subject being examined as well as its features, it is thought to be the most suitable for this research. The purpose of this study is to present a situation in which the efficacy of student learning is affected by teachers' capacity to manage classrooms. refers to the method utilized to collect the required data. Interviews, document analyses, and questionnaire data gathering methods were employed in this study.

## Findings and Discussion

Using the study's findings as a guide, it can be seen that variable X's score falls into the poor category, which includes 5 students (9.6%), the medium category is 38 students (73.1%), and the high category is 9 students (17.3%). So, it can be concluded that variable X is in the medium category. According to the aforementioned diagram, the variable Y score falls into the low category, which consists of 9 students (17.3%), the medium category is 34 students (65.4), and the high category is 9 students (17.3%). Therefore, it can be inferred that variable Y falls under the medium category. The outcomes of the normality examination reveal that the data for variables X and Y exhibit a Kolmogorov-Smirnov significance value of 0.200, indicating that the data is distributed normally since the value exceeds 0.05. The linearity test results demonstrate a significance value of 0.121 for the deviation from linearity, which implies that there is a linear correlation

between variable X, which pertains to the teacher's ability to manage the class, and variable Y, which pertains to learning effectiveness. This is because the deviation from linearity (0.121) is greater than the significance level (0.05).

The output of the coefficients can be used to see the results of simple linear regression testing. The simple linear regression formula is filled out with the output values as follows:  $Y' = 34.460 + 0.443X$ . A is an unstandardized constant number of coefficients. The result got from the output above is 34.460. The value of the consistency of learning effectiveness (Y) is 34,460 if there is no effect on the teacher's capacity to supervise the class (X). This is because the number is a constant. B is the regression coefficient's numerical value. The obtained result is 0.443. This number indicates that if the teacher's capacity to handle the class (X) increases by 1%, the learning efficiency (Y) will increase by 44.3%. As the regression coefficient is positive (+), it can be concluded that the teacher's ability to manage the class (X) has a beneficial impact on learning effectiveness (Y). Therefore, the regression equation can be expressed as  $Y' = 34.460 + 0.433X$ .

The output result of 5.752 yields the t-count value. 0.05 significance level for the t-table:  $2 = 0.025$ . Table (2-tailed test) with n-2 degrees of freedom (df), or  $52 - 2 = 50$ , yields a t-table value of 2.00859. It is obvious that  $H_0$  is rejected if t-count (5.752) > t-table (2.00859). Therefore, it may be argued that there is a relationship between the effectiveness of learning (Y) and the teacher's ability to control the class (X). The output value of 0.000 is used to calculate the significance value. Observing the results, it is evident that the significance value (0.000) <  $\alpha$  (0.05), implying that  $H_0$  is declined and  $H_a$  is affirmed. As a result, it can be deduced that there exists a correlation between the teacher's capacity to handle the class (X) and the effectiveness of learning (Y). The findings indicate that the coefficient of determination (R square) is 0.398 (39.8%). This statistic shows that the impact of the teacher's ability to manage the class on learning effectiveness is 39.8%, while the remaining 60.2% is influenced by other variables that were not considered in this study. Based on the conducted analysis, it can be concluded that the teacher's ability to manage the class has a notable impact on the effectiveness of student learning.

The efficacy of student learning is said to be influenced by the teacher's ability to manage the class based on the findings of the research and calculations made using the data collected. A straightforward linear regression test was used to determine whether the association between variable X (the teacher's capacity to lead a class) and variable Y (learning efficacy) was positive or negative. It can be concluded from the study's findings that the direction of the relationship between variable X (teachers' ability to manage the class) and variable Y (learning effectiveness) is positive. The regression coefficient obtained a value of 0.443, which indicates the value of the regression coefficient is positive. Therefore, the equation of regression is  $Y' = 34.460 + 0.433X$ . The statistical test (t test) reveals that the t-count value is 5.752 while the t-table is 2.00859, with a significance of 0.000. According to the test criteria t-count > t-table, if the significance is <  $\alpha$  (0.05), then  $H_0$  is rejected. This infers that there is a significant impact of the teacher's ability to manage the class on the effectiveness of student learning. Additionally, the determination test indicates that the coefficient of determination (R square) is 0.398 (39.8%). This implies that variable X (teacher's ability to manage class) has an impact on variable Y (learning effectiveness) of 39.8%, while 60.2% is affected by other variables not included in this study. However, it should be noted that the coefficient of determination of 39.8% falls under the lower category of the total of 100%.

Based on the results of an interview with one of the education staff, school classroom management is primarily the responsibility of each teaching teacher because the moving class system means that each teaching teacher is given the freedom and responsibility to manage their own class. However, the school also did not just let go of the teacher. Schools and foundations also often hold supervision activities to control whether the teacher is correct or not in managing the class. Usually, this supervision activity is carried out approximately twice in one semester of the school year. The activity carried out by the supervisor is to analyse what is needed by the teacher, especially in the aspect of skills. The results of this analysis are then used by the school and foundation as a reference for holding training (workshops) to match what the teacher needs.

## **Conclusion**

Variable X is at a moderate level, which shows that the teacher's ability to manage the class is good according to the standards that have been set. However, there are still deficiencies, especially in the aspect of arranging the beauty and cleanliness of the classroom, so that there are still classrooms that are less conducive. Variable Y is at a moderate level, which shows that the effectiveness of student learning is good according to the expected completeness criteria. Nonetheless, students still encounter difficulties in comprehending the material during the learning process. This poses a challenge when the teacher requests them to reiterate the learned content. The efficacy of student learning is closely linked to the teacher's capacity to manage the class. This is demonstrated by the t-count value surpassing the t-table value, thereby validating the hypothesis put

forth by the author. The study's results suggest that enhancing the teacher's classroom management skills could enhance student learning. As the teacher's classroom management skills improve, so does the effectiveness of student learning. Conversely, if the teacher's classroom management skills are lacking, the level of student learning effectiveness is also likely to decline.

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